

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-2008

N.J. Department of Education
Office of Specialized Populations
P.O. Box 500
Trenton, NJ 08625-0500

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**OFFICE OF SPECIALIZED POPULATIONS
BILINGUAL/ESL THREE-YEAR PROGRAM PLAN**

INTRODUCTION

The Bilingual Education Law of 1974 (N.J.S.A. 35-15 to 26) stipulates that districts must establish a bilingual education program when enrollment of limited English proficient (LEP) students from the same language reaches 20 or more students in one district. The law was enacted to ensure that students of limited English proficiency are provided instruction in their native language so that they can continue to develop academic skills while acquiring English language skills.

New Jersey Administrative Code (N.J.A.C. 6A:15) outlines the programmatic and administrative requirements for school districts that enroll students who are limited English proficient. N.J.A.C. 6A 15-1.6 stipulates that districts that provide a bilingual, English as a Second Language (ESL), or English Language Services (ELS) program must submit a plan every three years to the Department of Education for approval. This plan describes the enrollment of limited English proficient students in the district and the bilingual/ESL or ELS instructional services offered to these students. The program plan serves as a planning tool for schools and provides the Department with assurances that LEP students are provided language services in accordance with law and code.

INSTRUCTIONS FOR SUBMITTAL

As in the 2002-2005 cycle, a complete plan is submitted every three years. Districts requesting bilingual waivers to provide alternative bilingual programs are still required to submit the bilingual waiver request each spring.

INSTRUCTIONS FOR COMPLETING FORMS

Copies of all the required forms are included in this document and may be copied as needed. The forms begin on page 6 and the instructions for completing each section of the plan begin on page 20. Please use a typewriter or computer to complete the forms.

The Bilingual/ESL Three-Year Program Plan must be submitted on or before **July 15, 2005**. The district must keep a copy of the completed program plan and submit the original to:

New Jersey State Department of Education
Division of Student Services
Office of Specialized Populations
P.O. Box 500
Trenton, NJ 08625-0500
(609) 292-8777

**BILINGUAL/ESL THREE-YEAR
PROGRAM PLAN FORMS**

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Student Services
Office of Specialized Populations
P.O. Box 500
Trenton, NJ 08625-0500

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-2008
SECTION I**

A. District Information

<hr/> County Name/Code	<hr/> District Name/Code
<hr/> Name and Title of Contact Person ()	<hr/> Street Address of District
<hr/> Telephone Number of Contact Person Extension	<hr/> City State Zip Code
<hr/> E-mail address	

B. Statement of Assurances

1. The Board of Education will allocate local funding to implement this plan, in accordance with its responsibility to establish a bilingual and/or ESL program.
2. The bilingual and/or ESL/ELS program will be operated in compliance with New Jersey statutes and regulations.
3. A bilingual parent advisory committee has been established in districts implementing a bilingual program.
4. The parents of limited English proficient students will be notified in their native language of their rights to determine their child's participation in or exit from the program, in accordance with New Jersey regulations.
5. District staff will receive in-service training in the field of bilingual/ESL education in accordance with identified needs.

<hr/> Chief School Administrator	<hr/> Signature	<hr/> Date Signed
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<hr/> Board Secretary/Business Administrator	<hr/> Signature	<hr/> Date Signed
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BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-08
SECTION II – PARTS A TO E: DISTRICT INFORMATION

COUNTY: _____ DISTRICT: _____

A. PROGRAM STAFF

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	
3.	Bilingual/ESL (dual certification)	

B. BILINGUAL PROGRAM DESCRIPTION

(Bilingual Program Only)

PROGRAM	<u>Native Language</u> Total # of students instructed using native language	CHECK ONE		<u>High Intensity ESL</u> Total # of students served using High- Intensity ESL as a bilingual program alternative
		Full Time	Part Time	
Spanish				
Haitian Creole				
Portuguese				
Urdu				
Arabic				
Gujarati				
Japanese				
Korean				
Polish				
Albanian				
Macedonian				
Russian				
Punjabi				
Hebrew				
Mandarin				
Vietnamese				
Bengali				
Turkish				
Tagalog				
Other _____				
TOTAL				

C. ESL-ONLY PROGRAM
(Total Number of Participants)

D. ABBOTT DISTRICT
(Check (✓) if applicable)

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEARS 2005-2008

SECTION II PART C: BILINGUAL PROGRAM NARRATIVE

Districts operating a bilingual program should complete a narrative for each bilingual program offered. Include a description of ESL instruction offered as part of the bilingual program. **Include a program description for students in Grades Pre-K-12. See directions on pages 20-21 for the specific information to be included.** You may add pages as necessary.

County Name

District Name

GOALS OF PROGRAM:

DESCRIBE THE BILINGUAL INSTRUCTIONAL SETTING (i.e., self-contained, departmentalized, dual language, part-time bilingual, bilingual resource room, bilingual tutorial):

DESCRIBE HOW THE NATIVE LANGUAGE IS USED FOR INSTRUCTION:

DESCRIBE THE REVIEW PROCESS FOR EXIT (multiple measures):

SECTION II C: ESL-ONLY PROGRAM NARRATIVE

Districts operating an ESL-only program should complete this section. Districts that operate both a bilingual program and an ESL-only program for students of other languages will complete this narrative in addition to their bilingual program narrative. **Include a program description for students in Grades Pre-K-12. See instructions on page 20-21 for specific information to be included.** You may add pages as necessary.

County Name

District Name

DESCRIBE THE GOALS OF THE PROGRAM:

DESCRIBE THE INSTRUCTIONAL SETTING USED (i.e., pull-out, push-in, class period, etc.):

DESCRIBE THE REVIEW PROCESS FOR EXIT (multiple measures):

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-2008
SECTION II – PARTS A TO E: DISTRICT INFORMATION

COUNTY: _____ DISTRICT: _____

E. STUDENT ENROLLMENT BY GRADE

How many LEP students are taught in each of the following instructional models?

GRADE	Bilingual Education (full- and part- time)	High Intensity ESL	ESL-Only
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Other			
TOTAL			

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-2008
SECTION III – PARTS A AND B: BILINGUAL PROGRAM
DESCRIPTION**

County Name: _____ District Name: _____

A. Bilingual Program Participants Name of language

A. Bilingual Program Participants		Name of language				
SCHOOL NAME <i>(abbreviate if necessary)</i>	INSTRUCTIONAL SETTING CODE (see instructions on pp. 22-23)	CLASS PERIODS PER DAY		SCHOOL GRADE SPAN		NUMBER OF STUDENTS
		BILINGUAL (native language)	ESL	FROM - TO (one grade per box)		

B. Instructional Program Alternative Waiver Request: If you are implementing any instructional program alternative (instructional settings four to eight above), please attach a waiver request for each language. Waiver request form is on pp 14-15.

**OFFICE OF SPECIALIZED POPULATIONS WAIVER REQUEST
SCHOOL YEAR 2005-2008**

District Name: _____

County Name: _____

Pursuant to law and code governing bilingual education (N.J.S.A. 18A-18 and N.J.A.C. 6A:15), a district may request a waiver from the requirement to conduct a full-time bilingual education program, and establish an instructional program alternative. Such waiver may be granted on an annual basis, with the approval of the Department of Education, when there are 20 or more students eligible for the bilingual education program in grades K-12, and the district is able to demonstrate that due to the age range, grade span and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.

Part I: District Waiver Request

This waiver is requested for the following reasons:

Age range (Explain)

Grade span (Explain)

Geographic location (Explain)

Specify which bilingual program instructional alternative (high-intensity ESL, part-time bilingual, bilingual tutorial, bilingual resource room, other) will be used. Use additional sheets if needed.

DISTRICT WAIVER REQUEST

County Name _____ District Name _____

Part II: Program Information

Please complete sections A and B for each language for which you are requesting a waiver. **You may copy this form if you are requesting a waiver for more than one language or if you have more than four schools in your district.**

A. Language for which waiver is requested _____

B. Please list the number of LEP students in this language group by grade level in each school they attend.

School	School	School	School
K	K	K	K
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12

Requested by:

Reviewed by:

Chief School Administrator

Date

Office of Specialized Populations

Date

Approved: YES _____ NO _____

Director, Office of Specialized Populations

Date

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2005-2008**

SECTION III – PART C – ESL ONLY PROGRAM DESCRIPTION

County Name: _____ District Name: _____

C. ESL-ONLY PROGRAM PARTICIPANTS

***USE THIS FORM FOR ESL-ONLY PARTICIPANTS**

SCHOOL NAME <i>(abbreviate if necessary)</i>	INSTRUCTIONAL SETTING CODE (see instructions on p.25)	NUMBER OF CLASS PERIODS PER DAY	SCHOOL GRADE SPAN		NUMBER OF STUDENTS
			FROM	TO	

BILINGUAL/ESL THREE –YEAR PROGRAM PLAN

SCHOOL YEARS 2005-2008

SECTION IV – PART A – LANGUAGE PROFICIENCY INSTRUMENT

County Name _____	District Name _____
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INSTRUMENT	GRADE SPAN	
	From	To
Maculaitis Test of English Language Proficiency (MACII)		
Language Assessment Scales (LAS)		
IDEA Proficiency Test (IPT)		

SECTION V – BUDGET SUMMARY

NOTE: The district board secretary/business administrator should design the budget in consultation with the bilingual/ESL program coordinator.

A. Funding – Enter only whole dollar amounts.

BUDGET CATEGORY	FUNDING SOURCES	
	LOCAL	STATE
I. INSTRUCTION		
A. Salaries of Teachers		
B. Other Salaries for Instruction		
C. Purchased Prof. & Technical Services		
D. Other Pur. Services		
E. General Supplies		
F. Textbooks		
G. Other Objects		
H. Other		
II. SUPPORT SERVICES		
A. Salary of Supervisors of Instruction		
B. Personnel Services		
III. TOTAL FUNDS		

**INSTRUCTIONS FOR
BILINGUAL/ESL THREE-YEAR PROGRAM
PLAN**

SCHOOL YEARS 2005-2008

**INSTRUCTIONS FOR COMPLETING
THE BILINGUAL/ESL THREE-YEAR PROGRAM PLAN**

INSTRUCTIONS: SECTION 1 – PARTS A & B – COVER PAGE

Section I – Part A – District Information

Complete all district information.

Section I – Part B – Statement of Assurances

Read each statement listed. Type the names of the chief school administrator and board secretary/business administrator. Enter the signature of each and the date signed.

INSTRUCTIONS: SECTION II – DISTRICT INFORMATION

Enter county and district names.

Section II – Part A– Program Staff

Provide the number of certified teachers employed by your district to teach in each program area. Those counted on lines 1 and 2 should not be counted on line 3.

Section II – Part B – Bilingual Program Description

Enter the projected number of student that will be participating in a bilingual program in each language. Only languages in which a bilingual program will be offered should be indicated. .

Total

Enter the total number of LEP students expected to receive bilingual program services in the district. This total must equal the total in Part E under Bilingual Education.

Section II – Part C – Bilingual and/or ESL Narrative

On each narrative form used (pages 9-12), type the name of the county and district. Describe the bilingual and/or ESL program in your district.

If the district has bilingual programs in more than one language, describe each separately.

If the district has a bilingual and an ESL-only program describe each separately.

The narrative should include the following:

1. How is the program organized? (for both bilingual/ESL and/or ESL-only settings)
 - Describe the goals of the program;
 - Describe the instructional setting used;
 - If it's a bilingual program, indicate the extent to which the native language is used;
 - State whether the bilingual curriculum has been aligned to the New Jersey Core Curriculum Content Standards and/or whether the ESL curriculum has been aligned to the New Jersey English Language Proficiency Standards.
 - Describe how students are transitioned into English instruction; and
 - Describe the review process for exit (multiple measures).

Section II – Part C– ESL Program Participants

Enter the projected number of students that will be participating in an ESL-only program. Do not include the number of students who are receiving ESL as part of a bilingual program. The number must be the same as the total reported in Part E under ESL-only.

Section II – Part D – Abbott District

Indicate by a check (✓) if your district is an Abbott District.

Section II – Part E – Student Enrollment

Indicate the number of students projected to receive bilingual education, High-Intensity ESL, or ESL-only services by grade level. **In the ESL-only column, do not include the number of students who will be receiving ESL in place of a full-time bilingual program. (High Intensity ESL)**

SECTION III – PARTS A and B-PROGRAM DESCRIPTION – BILINGUAL

Type the code and name of the county and district.

Section III – Part A – Bilingual Program Participants

Please submit a separate page for each language in which a bilingual program is offered.

Name of Language

Enter the language for which the district has established a bilingual program.

School Name

Enter the name of the school(s) in which bilingual program services are provided in that language.

Instructional Setting Code

Enter on each line the instructional setting provided in the school sites. Bilingual instructional setting codes are as follows:

Setting

Full-time Models

Code

Self-contained:

1

a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient students enrolled in the program and also in English.

Departmentalized (secondary):

2

a full-time program of instruction in the core content areas from bilingual teachers who also certified in the content areas.

Dual Language:

3

a full-time program of instruction in elementary and secondary schools which provides structured English language instruction and instruction in a second language in all content areas for LEP students and for English speaking students enrolled in the program.

Part-time Models

Bilingual Part-Time:

4

a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.

Bilingual Resource Room:

5

a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.

Bilingual Tutorial:

6

a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.

High-Intensity ESL:**7**

a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class, and the other period is a tutorial, content area class or ESL reading class.

Other:**8**

a part-time program of instruction that may be established by a district board of education in consultation with and approval of the Department of Education. All students in an instructional program alternative receive English as a second language instruction.

Bilingual Instruction: Minutes of Instruction Per Day

Enter for each instructional setting listed the number of class periods per day that bilingual (native language) instruction is provided. If the instructional setting in code 1 (full day self-contained), 2 (departmentalized), or 3 (dual-language) leave the space blank. **Do not include ESL instruction in this number.**

ESL Instruction: Class Periods of Instruction Per Day

For each line, enter the number of class periods per day that ESL instruction is provided for bilingual program participants. This number should indicate only the time students spend with an ESL instructor.

School Grade Span

Enter the grade span for which the instructional setting is provided.

Number of Students

Enter the number of students projected to participate in the grade span listed.

Section III Part B – Instructional Program Alternative Waiver Request

A waiver may be granted when a district is able to demonstrate that due to the age range, grade span and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program. A district must request a waiver to implement an instructional program alternative instead of a full-time bilingual program when there are 20 or more LEP pupils in one language classification in the district.

If the district plans to implement a part-time program, please complete the waiver request form on pages 15-16 for each language.

PLEASE NOTE: Waivers must be approved annually by the Office of Specialized Populations.

**INSTRUCTIONS: SECTION III – PART C
PROGRAM DESCRIPTION – ESL-ONLY**

Type the name of the county and district.

Section III, Part C should be used to describe the ESL-ONLY program. **Do not include information on bilingual program participants.**

Section III – Part C – ESL-Only Program Participants

School Name

Enter the name of the school(s) in which ESL-only services are provided.

INSTRUCTIONAL SETTING CODE

Enter on each line the instructional setting provided in the school sites. ESL instructional setting codes are as follows:

Instructional Setting

Code

Pull-out:

9

Students at the elementary level are drawn from the grade-level classroom and provided ESL instruction.

Class period:

10

Students receive ESL as a scheduled class period.

In-class /Push-in

11

Students receive ESL instruction by the ESL teacher in the grade-level or content area classroom.

High Intensity

12

Students are grouped for an intensive ESL program of two or more periods daily that includes standard ESL instruction and reading and/or other content area instruction taught through an ESL approach.

ESL Resource Center

13

Students are drawn from grade-level classrooms and provided with ESL in a setting that has a variety of learning materials available to students on an individualized basis throughout the school day.

Number of Class periodsPer Day

Enter for each instructional setting listed the number of class periods per day that ESL instruction is provided.

School Grade Span

Enter the grade span for which the instructional setting is provided.

Number of Students

Enter the number of students projected to participate in the instructional setting and grade span listed.

SECTION IV – PART A – LANGUAGE PROFICIENCY INSTRUMENT

Enter the grade span on the line next to the language proficiency instrument(s) used by the district to identify and exit program participants.

SECTION V – BUDGET SUMMARY-PART A-FUNDING

List the dollar amount of funds allocated from each funding source (local and state) for the instructional and support areas listed.

Enter total local and state funds allocated.

***Please submit completed plan by July 15, 2005 to:**

**New Jersey Department of Education
Office of Specialized Populations
P.O. Box 500
Trenton, NJ 08625-0500**